

Rural Principal Network Inquiry Responses

As questions are emailed to the department regarding the Rural Principal Network Competitive Grant, answers will be posted to this document for all potential providers to see.

Question or Comment	State Response
1. Can you clarify the cohort size? Is it 50 principals?	There will be a total of fifty-six (56) participants in this cohort.
2. The context for question: Page 1 says "2019-2021 Network cohort consisting of 50 rural principals"; Is the 2020-21 cohort size 50 or 25? (e.g. half of the larger 2019-2021 two-year cohort)	Programming for Cohort 1 (not included on this grant) continued through 2020. This grant will support the 56 participants for Cohort 2 (January 2020-December 2020).
3. Do the in-person meetings have to be equally distributed in the Jan-May and Aug-Nov periods? (e.g. 3 meetings in Semester 2 of 19-20 and 3 in Semester 1 of 20-21)	No, sessions do not have to be equally dispersed, but we could caution potential providers to consider time away from the school and travel costs when determining the schedule for programming.
4. Have cohort members already been identified? How were they selected to be part of the cohort?	Yes, participants have been identified. All 56 participants applied to participate and currently serve as rural principals.
5. Are cohort members expected to travel to a single location in the state for the in-person sessions?	In order to build networks, principals will need to spend time together in person. Not all sessions necessarily have to be as a single group, but most should to build professional networks.
6. What, if any, will be expected contact with district and or state DOE leaders that are connected to the principals?	A member of the TDOE Human Capital/Leadership Team will be on site for each training. Superintendents may be invited to a session in the cohort, but regular contact with district staff will not be likely.
7. Given that Is any work in June and/or July allowable? (Top of page 12 specifies Jan-May and August-November as the allowable months for coaching)	In-person trainings can happen in the summer months, but coaching should happen in the context of the school year during the school day.
8. What is the expectation for changes in the participant cohort? (e.g. if a given participant does not continue in their role after the 19-20 school year)	A person who is not in a principal position may not continue in the cohort. In the event that a participant ceases to serve in a principal role, they will be asked by TDOE to withdraw from participation.
9. (page 12) Online coaching sessions will be scheduled within one week of each in-person Coaching Session: Is this correct?	The contract language and definitions have been clarified and will be updated on the website. Two coaching sessions are required, and they can be delivered online OR in-person. One coaching session (online or in-person) needs to take place prior to the end of school in May and the other

	should be scheduled between the beginning of the 2020-2021 school year and the end of the grant.
10. Are school visitations a possibility given the geographic distribution of the school leaders?	School visits with all participants would not be likely considering that the cohort covers the entire state.
11. How many school leaders do you expect to participate in the 2020 cohort? Is it all 50 mentioned as the 2019-21 cohort or a subset?	There will be a total of fifty-six (56) participants in this cohort.
12. Are there any assumptions we can make about the location of the training sessions or the leaders' schools? Will they be regional or truly statewide?	TDOE will provide support identifying and securing training locations. In general, sessions should be planned to bring all participants to a single location; however that location does not have to be the same for each meeting. The rationale for bringing all participants together is to capitalize on the cohort model and provide ample opportunities to build professional networks.
13. Would be permissible to provide short bios of the proposed project team staff in place of resumes?	You may submit bios in lieu of resumes provided the bios contain enough detail to ascertain project staff related experiences.
14. Will the space for the in person meeting (to host 56 people) be provided or do we need to include funding to rent or secure a space if necessary?	TDOE will provide assistance to secure training locations at no cost to the provider.
15. Can you share more about the Cohort 1 Network (referenced in the Q & A) – is more information available about the current model or programming?	The first cohort held meetings in conjunction with the LEAD Conference and PIE Conference in addition to stand alone meetings. Meeting content included sessions on vision, trust, and instructional leadership. Detailed program information is not available.
16. Regarding the In-Person Professional Development Sessions -- are there specific locations (i.e., specific cities and/or venues) where you anticipate that these sessions would take place? Or would we be expected to deliver the same learning content in multiple locations?	TDOE will provide assistance in securing locations. In order to build professional networks, we would recommend bringing participants to one central location. Generally, Nashville, Franklin, or Murfreesboro are good options.
17. Regarding our narrative responses to the General and Technical Questions -- are we required to use the table format/layout that appears on your RFP? Or can we use a more basic document format, as long as each response is clearly labeled in relation to the corresponding prompts?	You are welcome to reformat as needed.

18. Would it be possible for you to provide further details regarding Technical Response #7? Are you looking for a Scope and Sequence here? Or is that where we would provide a more general overview of our leadership development model (i.e., New Leaders' "Transformational Leadership Framework")?	The Transformational Leadership Framework would meet the requirements for this section. Basically, we want to ensure that the program will be organized around a coherent framework.
19. If we receive an award under this RFP, would we be able to negotiate any deviations from the Pro Forma Grant Contract?	Some terms may be negotiated, but we would need more information regarding the specifics of the Pro Forma that you would like to negotiate.
20. With regard to program monitoring and evaluation, who should we plan to share our outputs with? In other words, who would we "check in" with to discuss our progress during the course of the grant. Would it be someone from the Tennessee Dept. of Education? Or would we be expected to meet with district officials from each of the participating school districts?	The Senior Director of Leadership at TDOE will be the contact for all program monitoring.
21. We typically administer a set of forms and activities to our prospective participants in advance of our programs, with an eye toward gauging their baseline competencies and areas for growth. This includes a "background information" form that takes 20 minutes, along with a 30-60 minute activity aimed at demonstrating the individual's knowledge of high-quality classroom instruction and their ability to analyze a student data plan. In addition, we typically give participants a job-embedded assignment that helps us calibrate their progress and identify areas for coaching. We would likely deliver all of this content remotely using secure online platforms. Do you foresee any issues or concerns with the activities just described?	We see no issues with this approach as long as the information is given to participants in ample time to complete.
22. What are included in the reimbursements of participants?	Reimbursements include hotel, mileage (\$0.47 per mile) and food. Please refer to the GSA website as hotel and food reimbursement varies based on location.
23. Is there an existing online platform for coaching sessions we can leverage or are we to build one from scratch?	Section A.3.h. in the pro forma contract states: "Provide a platform for participant Online Collaboration and encourage participation monthly through structured activities such as discussions about new learning, challenges implementing learning, and community building activities."

	<p>With that said, there are platforms that already exist that you would be able to utilize to conduct the online coaching sessions (i.e. Zoom, Google Meet, Skype, etc.). During the online coaching sessions, it is important to keep track of the duration of the sessions and the content covered.</p>
<p>24. It is possible that six one-hour leadership coaching sessions spread over the year (or four 90 minute sessions) could be more productive than two three-hour sessions, and would allow for more regular interaction around leadership skills development and school improvement goals. Would more, shorter leadership coaching sessions be acceptable as long as each TRPN participant was engaged in at least six hours of coaching?</p>	<p>Shorter coaching sessions that still meet or exceed a total of six hours of coaching would be acceptable</p>